

COMPONENTS/FACTORS OF THE CZECH VERSION OF THE PHYSICAL SELF PERCEPTION PROFILE (PSPP-CZ) AMONG HIGH SCHOOL STUDENTS

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BACKGROUND: The physical self has been widely investigated as a determinant of exercise behaviors as well as a contributor to mental health and well being (Fox, 1997). Self esteem has been generally accepted as an important mediator of exercise and self esteem (Fox, 2000; Sonstroem, 1997). Understanding self development processes has increased in importance as self esteem and self perception components have become increasingly valued in educational, clinical and community health programs (Ferreira & Fox, 2008). In order to examine the relationships between various levels of physical activities and self perception we need to use standardized instruments to measure physical self perception among Czech teenagers.

OBJECTIVE: The purpose of this study was to analyse the structure of the translated PSPP-CZ questionnaire among the population of high school students by finding components of PSPP-CZ using principal component analysis. The Physical Self Perception Profile (PSPP) has never been used in the CZ population before.

METHODS: Participants were high school students from five schools representing three kinds of high schools in the Czech Republic. Of these participants, 666 were boys and 403 were girls. The average age of the participants was 17.00 ($\pm$ 1.34) in boys and 16.63 ($\pm$ 1.39) in girls. Participants received a test battery containing a Czech version of PSPP (Fox, 1990). PSPP has four subscales: (a) sports competence – SPORT; (b) attractiveness of the figure – BODY; (c) physical strength and musculature – STRENGTH; and (d) physical conditioning and exercise – CONDITION (Fox, 1990).

RESULTS: Data were analyzed using SPSS PC 11.0. Cronbach Alpha, representing the internal consistency measure consisted of: (a) sport subscale (males = .86, females = .86); (b) physical condition subscales (males = .82, females = .85); (c) attractiveness of figure subscales (males = .78, females = .88); and (d) strength subscale (males = .87, females = .85).

Initially we have found that students from Czech high schools have a different structure of self perception then the original PSPP population from England (Fox, 1990). Our findings correspond with findings among Flemish adults (Van de Vliet et al., 2002; Ferreira & Fox, 2007) where components of sport and condition were also loaded into one factor. There are clear, subtle differences in the structure of physical self perception as related to cultural and language differences. Findings of internal reliability and content validity suggest that the three subscales questionnaire can be used in the Czech population as a valid and reliable instrument.

CONCLUSIONS: In conclusion, we can recommend using the PSPP-CZ with three scales for use among young adults for the exploration of the role of physical self-perception as a determinant of physical activity/inactivity and a healthy lifestyle.

Keywords: Physical activity, self esteem, self development, education, adolescence, sport, body, condition, strength, body image.

INTRODUCTION

The physical self has been widely investigated as a determinant of exercise behaviors as well as a contributor to mental health and well being (Fox, 1997). Self esteem has been generally accepted as an important mediator of exercise and self esteem (Fox, 2000; Sonstroem, 1997). Understanding self development processes has increased in importance as self esteem and self perception components have become increasingly valued in educational, clinical and community health pro-

grams (Ferreira & Fox, 2008). Davis (1997) claims that women exercise for the sake of appearance rather than for the health related benefits of physical activity and those women with a higher level of exercise report greater body satisfaction than low level exercisers. Whitehead and Corbin (1997) argue that the understanding of the physical self perception of children and adolescents is crucial for the improvement of their perceived health status and involvement in physical activity with a special emphasis on motivation towards adherence in exercise and physical activities. Brettschneider and Heim (1997)

emphasize the positive effects of a sport club environment on fostering a positive attitude toward exercise behaviors and Whitehead and Corbin (1997) provide the following recommendations for developing healthy physical self perception among adolescents: (a) help set personal rather than comparative standards for fitness and fatness; (b) help understand the importance of heredity to physical fitness and fatness; (c) help understand that many society and media standards are unrealistic; (d) help identify alternative physical activities for teenagers who have dropped out of organized sport programs; (e) create fitness for life type personal fitness courses; (f) create a fitness center approach to physical education; (g) take notice of possible connections to school based physical activity (e.g. no hair dryers, compulsory uniforms, bullies in the shower room); and (h) do make physical activity attractive.

School institutions should respect the wishes and interests of students and contribute to the optimal development of a healthy lifestyle. The active contribution of the high school is, from this point of view, often minimal. The orientation to the adolescent phase of human development is crucial, because one's primary attitude towards physical activity (PA) is developed in childhood and in adolescence. The schools have a unique opportunity to influence and support PA in youth (Wallhead & Buckworth, 2004). Currently the development of the physical, mental, and social dimension of the personality of high school students, carried out by PA, is situated mainly in the area of out of school interest activity. There are many other institutions (school sports clubs and other leisure time institutions) in this phase of human development, which play a unique role for adolescents – family, peers and social surrounding. Of all PA, 75–85% takes place during leisure time, out of school and only 15–25% is organized at school (Bouchard et al., 1994). With the repeatedly reported negative numbers of the insufficiency of PA in all age categories (Frömel, Novosad, & Svozil, 1999) we should focus on transforming physical education to foster interest and participation level in various physical activities among teenagers, who are very likely to drop out of organized sport programs and tend to avoid participation in school based physical education and sport programs. In order to examine the relationship between levels of physical activities and self perception we need to use standardized instruments to measure physical self perception among Czech teenagers.

The assessment of physical self perceptions has been improving over the past 20 years reflecting the multidimensionality and hierarchical organization of self perception (Marsh, 1997) and the development of surveys within sound theoretical frameworks (Fox, 1990 and 1998). Examples of such theory driven instruments are, for example, the Physical Self Perception Profile – PSPP

(Fox & Corbin, 1989) and the Physical Self Description Questionnaire – PSDQ (Marsh et al., 1994). The PSPP is one of the most world widely used instruments to measure the physical self (Ferreira & Fox, 2008) and in 1990 it was listed as being the instrument with the strongest multidimensional physical self concept in Ostrow's directory (Marsh, 1997). The psychometric properties of PSPP have been established through several published studies with a range of populations, in cultures other than the original US population used in its development. These include English (Page et al., 1993), Spanish (Atienza, Balaguer, & Moreno, 1997), Turkish (Asci, Asci, & Zorba, 1999), Flemish (Van de Vliet et al., 2002), and Portuguese (Ferreira & Fox, 2007). PSPP has been used with other various age groups: (a) university or college students, (b) children and youth (Whitehead, 1995; Hagger, Ashford, & Stambulova, 1998; Ferreira & Fox, 2007); (c) and adults in their middle or later years (Sonstroem, Speliotis, & Fava, 1992; Van de Vliet et al., 2002) or individuals with disabilities (Ferreira & Fox, 2008; Van de Vliet, Van Biesen, & Vanlandewijck, 2008). However, the Physical Self Perception Profile (PSPP) has never been applied to populations in the Czech Republic. Therefore the purpose of the study was to explore components of the translated PSPP-CZ questionnaire among a population of high school students.

METHOD

Participants

Participants were high school students from five schools representing three kinds of high schools in the Czech Republic. Of these participants, 666 were boys and 403 were girls (TABLE 1). The average age of the participants was 17.00 (± 1.34) in boys and 16.63 (± 1.39) in girls. Students represented a wide variety of high schools from grammar school (Gymnázium) to vocational training apprenticeship school (SOU). In our sample we had 40 boys and 108 girls from the Gymnázium Ústí nad Orlicí – grammar school, 73 boys and 94 girls from the Gymnázium Litomyšl – grammar school, 274 boys and 4 girls from the SOU Česká Třebová – apprentice school, 91 boys and 41 girls from the Gymnázium Litovel – grammar school, and 188 boys and 41 girls from the VDA Česká Třebová – vocational school.

Instrument

Participants received a test battery containing a Czech version of the Physical Self Perception Profile – PSPP (Fox, 1990). The Physical Self Perception Profile – PSPP (Fox, 1990) consists of five sub scales with six items displayed in a structured alternative format

with a possible range of scores from 6 to 24. PSPP has four subscales: (a) sports competence – SPORT; (b) attractiveness of the figure – BODY; (c) physical strength and musculature – STRENGTH; and (d) physical conditioning and exercise – CONDITION (Fox, 1990). In addition to these four sub domains, there is also fifth sub scale representing a general or global measure of Physical Self Worth (PSW).

Participants are presented with two contrasting descriptions of persons and they are asked to select the description most like themselves and afterwards the intensity of the agreement with that description. This means to choose whether this description is “sort of true for me” or “really true for me”. This structured alternative format was developed by Harter (1985) and has been shown to overcome socially desirable responding (Fox, 1990). The psychometric properties of the PSPP were presented by Fox (1990) and have been replicated since then in many published studies. In Fox’s original studies, the internal consistency coefficients ranged from .81 to .92 and the test-retest coefficients ranged from $r = .74$ to .92 over a 16 day period and between $r = .81$ and .88 over a 23 day period.

The PSPP questionnaire was translated from English to Czech using standard back translation procedures suggested by Banville, Desroisiers and Genetl-Volet (2000). The four translators were bilingual Czech university teachers holding a PhD. in kinesiology and/or psychology. First, two translators (A and B) translated the original English version of the open ended questionnaire into (Banville, Desroisiers, & Genetl-Volet, 2000) the Czech language. Having two persons independently doing the translations helped to avoid bias. One instruction given to the translators was that the literal translation is neither essential nor desired. Translators were instructed to look for the meaning of the statement rather than the word for word translation. When translators A and B finished, they compared their versions in meetings with a third person (coordinator), who was primary responsible for translation and, in cases of discrepancies, engaged in a discussion to arrive at mutual agreement.

The Czech version of the questionnaire was then given to two other bilingual persons (C and D) who translated the instrument back to English. Neither C nor D knew the original version. A committee consisting of translator A and B and a coordinator then did a final evaluation of the translation of the instrument. If the meaning of the retranslated statement was the same as the original, the translated statement was kept. If the meaning was different, the committee revised the translated version so that when retranslated into English, its meaning was similar to the original version.

Data analysis

Data were analyzed using SPSS PC 11.0 software. Male and female participants were analysed separately in accordance with the recommendations of the American Psychological Association (2007). Principle component factor analysis was used because this procedure analyzes all variance in shared variables and was used in a comparable study of physical self perception (translation to Portuguese) by Ferreira (2006). The Kaiser measure for sampling adequacy for this study was .914 for males and .916 for females which was above the recommended minimum .60 (Tabachnik & Fidell, 2000). Components were required to have eigenvalues above 1.0 to be included.

RESULTS

Cronbach Alpha, representing an internal consistency measure of the original PSPP subscales was relatively high: (a) sport subscale (males = .86, females = .86); (b) physical condition subscales (males = .82, females = .85); (c) attractiveness of figure subscales (males = .78, females = .88); and (d) strength subscale (males = .87, females = .85). Results in subscales are comparable (TABLE 1) with findings among secondary school students in Portugal (Ferreira, 2006). Sport perception was found to be 16.36, condition 16.12, body attractiveness 15.50 and physical strength 15.28.

TABLE 1

Descriptive statistics for high school students for the physical self perception profile with the original four subscales

Subscale	Males (n = 666)		Females (n = 403)	
	M	SD	M	SD
Sports competence – SPORT	15.52	4.12	13.43	3.73
Physical conditioning and exercise – CONDITION	16.33	3.90	14.26	3.82
Attractiveness of figure – BODY	14.80	3.37	13.39	4.00
Physical strength and musculature – STRENGTH	14.62	3.70	13.53	3.26

When we proceeded with the principal components factor analysis we found (TABLE 2 and 3) two distinct subscales (attractiveness of figure – BODY and physical strength and musculature – STRENGTH) and two subscales clustered together (sports competence – SPORT and physical conditioning and exercise – CONDITION). In accordance with Ferreira (2006) we decided to title this subscale PHYSICAL CONFIDENCE.

TABLE 2

Component loadings, eigenvalues and percentages of variance using principal components extraction with quadrimax rotation in males

Item	Quadrimax components		
	1	2	3
Physical confidence (sport and condition)			
1.	.77		
2.	.56		
6.	.78		
7.	.69		
11.	.68		
12.	.61		
16.	.78		
21.	.74		
22.	.59		
26.	.71		
27.	.71		
Strength			
4.		.76	
9.		.79	
14.		.65	
19.		.74	
24.		.74	
29.		.72	
Body			
3.			.64
8.			.65
13.			.59
18.		[.41]	.55
23.			.63
28.			.61
Eigenvalue	8.64	2.56	1.59
Percent variance	36.01	10.67	6.64

Legend:

For clarity, only loadings for expected factors and unexpected loading (cross loadings in brackets) exceeding .40 are included.

These preliminary findings have highlighted probable differences in the perception of concepts of self perception originally developed by Fox (1990) between English respondents and respondents from Czech high schools. While two subscales were measuring distinct concepts (attractiveness of figure – BODY and physical strength and musculature – STRENGTH) two subscales loaded together (sports competence – SPORT and physical conditioning and exercise – CONDITION) suggesting a substantial overlap in the perception of these two components among students from Czech high schools. We have decided to title this subscale in accordance with Ferreira (2006) as PHYSICAL CONFIDENCE.

TABLE 3

Component loadings, eigenvalues and percentages of variance using principal components extraction with quadrimax rotation in females

Item	Quadrimax components		
	1	2	3
Physical confidence (sport and condition)			
1.	.79		
2.	.61		
6.	.79		
7.	.64		
11.	.68		
12.	.79		
16.	.84		
17.	[.46]		
21.	.69		
22.	.56		
26.	.67		
27.	.81		
Strength			
4.		.66	
9.		.81	
14.	[.43]	.48	
19.	[.46]	.68	
24.	[.51]	.49	
29.	[.45]	.58	
Body			
3.			.81
8.			.72
13.			.82
18.			.78
23.			.78
28.			.69
Eigenvalue	9.09	1.71	3.07
Percent variance	37.86	7.13	12.79

Legend:

For clarity, only loadings for expected factors and unexpected loading (cross loadings in brackets) exceeding .40 are included.

DISCUSSION

The purpose of this study was to discover the structure of the translated PSPP-CZ questionnaire among a population of high school students by finding components of PSPP-CZ using principal component analysis. Initially we found that students from Czech high schools have a different structure of self perception than the original PSPP population from England (Fox, 1990). Findings resulted in three instead of four subscales. Two subscales were measuring distinct concepts (attractiveness of figure – BODY and physical strength and musculature – STRENGTH) while two subscales were loaded together (sports competence – SPORT and physical

conditioning and exercise – CONDITION). Our findings correspond with findings among Flemish adults (Van de Vliet et al., 2002; Ferreira, 2006) where components of sport and condition are also loaded into one factor. There are clear subtle differences in structure of physical self perception related to cultural and language differences. While the term sport is clearly defined and used in Czech scientific language, common people include in the term sport all physical activities including physical exercises and fitness, which are covered in the subscale of physical conditioning and exercise. Respondents are aware of the fact that appropriate physical condition is related to successful participation in most sports. Findings of internal reliability and content validity suggest that the three subscales questionnaire can be used in the Czech population as a valid and reliable instrument.

These findings are in agreement with Fox (1997), who claims that all human beings search for areas in which we can display our best qualities and avoid behaviors where we perceive risk or failure. Activities which require strength might be sport activities as well as activities of daily living (e.g. carrying furniture or lifting a person from the floor) which confirms the separate nature of the component of physical strength and musculature. In modern western society there is great social pressure for the physical appearance of young adults to be as perfect as possible (Page & Fox, 1997; Fialová, 2001) which is also true for Czech society, thus resulting in a distinct component of physical self perception in both males and females. According to Fox (1997) most human beings want to avoid possible ridicule based on their physical appearance, which would result in an uncomfortable situation threatening one's self concept. The overlap of two components from the original PSPP questionnaire with the translated PSPP-CZ can be explained as a certain ambiguity in the perception of the need for physical condition as such in any distinct areas of being human. If we take away physical strength (a separate PSPP component), other areas of physical conditioning and exercise might be too abstract.

CONCLUSION

In conclusion, we can recommend using the PSPP-CZ with three scales for use among young adults for the exploration of the role of physical self perception as a determinant of physical activity/inactivity and a healthy lifestyle. The information is of importance when designing physical activity programs available to children with different levels of physical self esteem. The PSPP-CZ provides a valid and reliable tool for further research into the nature of physical self perceptions, their development and their behavioral consequences.

Continued research is needed using this instrument in order to determine the factorial as well as the convergent and divergent validity of the proposed three scales structure and to examine its factorial invariance across different groups.

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KOMPONENTY/FAKTORY ČESKÉ VERZE DOTAZNÍKU TĚLESNÉHO SEBEPOJETÍ (PSPP-CZ) U STŘEDOŠKOLSKÝCH STUDENTŮ (Souhrn anglického textu)

VÝCHODISKA: Tělesné sebepojetí bylo široce zkoumáno jako určující činitel pro cvičení stejně jako jeden z prvků majících vliv na duševní zdraví a blaho (Fox, 1997). Sebeipojetí je všeobecně přijímáno jako významný prostředník mezi cvičením a sebeúctou (Fox, 2000; Sonstroem, 1997). Porozumění procesům seberozvoje nabylo na důležitosti, jelikož sebeúcta a sebeipojetí jsou stále významnějšími komponenty vzdělávacích, klinických a komunitních programů péče o zdraví (Ferreira & Fox, 2008). Abychom mohli prozkoumat vztahy mezi různými úrovněmi tělesných aktivit a sebeipojetí, musíme k měření tělesného sebeipojetí mezi českými adolescenty využít standardizované nástroje.

CÍL: Účelem této studie bylo analyzovat strukturu přeloženého dotazníku PSPP-CZ mezi populací středoškolských studentů, a to hledáním komponentů PSPP-CZ za pomoci analýzy hlavních komponentů. Dotazník tělesného sebeipojetí (Physical Self Perception Profile, PSPP) na české populaci nikdy nebyl použit.

METODY: Studie se zúčastnili středoškolští studenti z pěti škol reprezentujících tři typy škol v České repub-

lice, a to 666 chlapců a 403 dívek. Průměrný věk účastníků byl 17,00 ($\pm 1,34$) let u chlapců a 16,63 ($\pm 1,39$) let u dívek. Účastníci obdrželi soubor testů obsahující českou verzi PSPP (Fox, 1990). PSPP má čtyři subškály: a) sportovní dovednosti – SPORT; b) atraktivita postavy – TĚLO; c) fyzická síla a muskulatura – SÍLA; a d) fyzická příprava a cvičení – KONDICE (Fox, 1990).

VÝSLEDKY: Údaje byly analyzovány za pomoci SPSS PC 11.0. Měřítka interní konzistence Cronbachova alfa zahrnovala: a) subškálu sportu (muži = 0,86, ženy = 0,86); b) subškálu tělesné kondice (muži = 0,82, ženy = 0,85); c) subškály atraktivity postavy (muži = 0,78, ženy = 0,88); a d) subškálu síly (muži = 0,87, ženy = 0,85).

Nejprve jsme zjistili, že struktura sebepojetí u českých středoškoláků je odlišná od původní PSPP populace z Anglie (Fox, 1990). Naše zjištění korespondují s výsledky zjištěnými mezi vlámskými dospělými (Van de Vliet et al., 2002; Ferreira & Fox, 2007), kde komponenty sportu a kondice byly také součástí jednoho faktoru. Ve struktuře tělesného sebepojetí existují jasné, přesné rozdíly podmíněné kulturními a jazykovými odlišnostmi. Zjištění o interní reliabilitě a validitě obsahu naznačují, že dotazník se třemi subškálami lze u české populace použít jako účinný a spolehlivý nástroj.

ZÁVĚRY: Doporučujeme použití PSPP-CZ se třemi škálami pro použití mezi mládeží ke zkoumání role tělesného sebepojetí jako určujícího činitele pohybové aktivity/neaktivity a zdravého životního stylu.

Klíčová slova: pohybová aktivita, sebeúcta, seberozej, vzdělávání, adolescence, sport, tělo, kondice, síla, obraz těla.

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First-line publications

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